

EVALUATION
MADE OF 1985-1986 ECIA CHAPTER 2
FUNDS IN IOWA STATE AND LOCAL
EDUCATION AGENCIES

State of Iowa
DEPARTMENT OF EDUCATION
Grimes State Office Building
Des Moines, Iowa 50319-0146
January, 1987

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Report of the State Advisory Committee

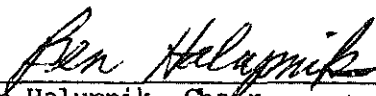
Consistent with Section 564 (a)(2) Chapter 2 (ECIA 1981), the State Advisory Committee advises on the evaluation of State programs conducted under Chapter 2. The State Advisory Committee, appointed by the Governor of the State of Iowa, has made recommendations on: the allocation of Chapter 2 funds reserved for the state; the formula for the allocation of funds to LEA's; and the planning development, support, implementation, and evaluation of state programs. In addition, the State Advisory Committee worked with the Department of Public Instruction in drafting the state application and administrative procedures approved by the State Board for FY 86-88.

This is to attest that the aforesaid committee has been involved in the above-noted functions and in the design of the evaluation plan and procedures utilized in FY 86 and has reviewed the evaluation assessment contained in this document.

☐ No additional comments are noted.

☒ Additional comments are noted below.

The Iowa Advisory Committee strongly supports the ECIA Chapter 2 program and recommends to the State Board, to the U.S. Department of Education, and to the Congress that this Act continue to be funded at the highest possible level because it provides funds to public schools and services to nonpublic school students for instructional programs based on the priority needs determined by local officials. Furthermore, the Iowa Advisory Committee supports the flexibility and the decision-making based on local needs for the improvement of the instructional program and urges Congress not to establish categories or special requirements on the expenditure of Chapter 2 funds at the state or local level.


Ben Halupnik, Chair
Iowa ECIA Chapter 2 State
Advisory Committee

FOREWORD

This report is the third annual report of Chapter 2 programs supported under the Education Consolidation and Improvement Act of 1981 (ECIA) implemented in Iowa schools during the 1986 fiscal year. The Iowa State Department of Education has prepared this report in compliance with Section 564 (a)(5) which states: "beginning with fiscal year 1984, provides for an annual evaluation of the effectiveness of programs assisted under this chapter, which shall include comments of the advisory committee, and shall be made available to the public."

Information contained in this report has been summarized from department staff reports, school district evaluation reports, and approved application data. Explicated data are maintained in department files.

This report indicates that Chapter 2, for the 1986 fiscal year, has been successful in reducing the paper work of local districts, allowing more local planning and flexibility in the use of "block grant" funds for educational purposes, and the impact of the use of such funds for such purposes on behalf of large numbers of children. In addition, the concerns noted by federal on-site auditors were transmitted to local school districts by the state consultative staff reducing the number of exceptional practices.

Preliminary assessment of the Chapter 2 contribution to educational usage in fiscal year 1987 is indicative of a continuance of the success noted in 1986.

In a document circulated in December, 1985, by the National Chapter 2 Steering Committee, a group composed of State Chapter 2 directors, a uniform national format for reporting Chapter 2 related information was suggested. The purpose was to more easily assemble nationwide Chapter 2 data for federal review purposes. Each of the categories suggested in that format was considered in developing this evaluation report.

Distribution of the 1985-1986 Allocation

The 1985-86 Chapter 2 state allocation of \$5,919,196 was distributed consistent with the approved state plan and guidance from the State Advisory Committee as shown in Table 1, below. Parallel data are provided for the 1984-85 year to allow for comparison to be made to answer questions concerning possible shifts in the 1985-86 program areas of emphasis. It will be noted that the program was, for the most part, consistent over the two-year period.

Table 1. Comparison of ECIA Chapter 2 Allocations (Including LEA Formula Factors): 1984-85 vs. 1985-86

	<u>1984-85</u>	<u>1985-86</u>
<u>Iowa Chapter 2 Allocation</u>	<u>\$5,347,624.00</u>	<u>\$5,919,196.00</u>
<u>LEA Allocation</u>	<u>\$4,279,583.00</u>	<u>\$4,737,000.00</u>
<u>LEA Distribution</u>		
<u>75% Enrollment</u>	<u>\$3,209,657.00</u>	<u>\$3,553,478.00</u>
<u>20% Chapter 1</u>	<u>\$ 856,250.00</u>	<u>\$ 946,743.00</u>
<u>5% Limited English</u>		
<u>Speaking</u>	<u>\$ 213,676.00</u>	<u>\$ 236,779.00</u>
<u>Discretionary Projects</u>		<u>\$ 100,000.00</u>
	<u>\$4,279,583.00</u>	<u>\$4,837,000.00</u>
 <u>SEA Allocation</u>	 <u>\$1,068,041.00</u>	 <u>\$1,082,196.00</u>

School District Application Form

The school district application form was transmitted to each school district during July of 1985. The entitlement for each district was noted together with the enrollment of public and nonpublic school children utilized in computing each district's entitlement, in the appropriate places provided on the face sheet of the application. Districts having nonpublic school enrollments utilized the figures provided to prorate the entitlement aid for the public and nonpublic enrollment components. The application form was designed with the input from the State Advisory Committee, to provide a document which would be conserving of time in its preparation by school administrators, while at the same time: conforming to the requirements of the enactment; identifying required assurances; collecting program data; and providing for flexibility and local discretion in planning for the expenditures of Chapter 2 funds. School districts were required to file completed application forms on or before January 1, 1986.

Approval Procedures

Department staff members processed applications as they were received and, as a matter of course, contacted school administrators for any required clarifications within two days of the application receipt. Generally, modifications, when required, were completed and each application was approved within one week of its initial arrival in the department. This procedure has essentially been in operation for the past four years and is functionally efficient.

Modifications to applications occurred when local districts planned to expend funds outside the intent of the federal enactment. For example, a district plan to purchase computers for use in the administrative office rather than use them instructional purposes required a change in the application. The instances where modifications were required were fewer than in previous years and did not typify the general pattern of applications submitted. Most were submitted in keeping with the spirit and letter of the enactment. In all instances where computer purchases were indicated, the district was contacted by telephone by department staff members to ascertain number, kind, and intended use of such equipment. As a rule, schools applying for approvable equipment expenditures were contacted by phone on the approval date and told that they could start initiating acquisition procedures (even though they would not receive a warrant from the department for Chapter 2 fund entitlement for between four and five weeks, the usual length of time required at the department level to request and effect warrant processing from the State Comptroller's office). This procedure helped assure that funds were not accrued for an interest bearing period of time by the local districts.

Also, on the day in which an application was approved, a Data File Keyboard Entry Sheet was prepared which recorded all program data from the application for future report generation. The department staff supervised the coding preparation, editing and report generation of all such electronic data processing activities. Status reports were generated to allow department administrators and members of the Advisory Committee to monitor the approved application program expenditure trends during the course of the year.

Approved Program Area Expenditures

Table 2 shows the 1985-86 report for the approved application program expenditure areas for all Iowa public and participating nonpublic schools.

It will be noted that the largest expenditure was made in program area 2.3, instructional equipment. Table 3 was generated to show that 286 districts planned to purchase a total of 1,164 computers. The Apple IIe system was selected more than 90 percent of the time.

Table 2. ECIA Chapter 2 Approved Application Expenditure Areas. Iowa Public and Participating Nonpublic Schools.

BUDGET SUMMARY

Report Date: October 1, 1986

ELIGIBLE SUBCHAPTERS	SALARIES & BENEFITS	CONTRACTED SERVICES	INSTRUCTIONAL MATERIALS	INSTRUCTIONAL EQUIPMENT	MISC. COSTS	TOTAL BUDGET
A. *BASIC SKILLS						
1.1 Reading	102,713	400	1,704	254		105,071
1.2 Mathematics	34,605		750	1,492		36,847
1.3 Written & Oral Comm.	6,124			2,409		8,533
Subtotal	143,442	400	2,454	4,155		150,451
B. EDUCATIONAL IMPROVEMENT & SUPPORT						
2.1 Textbooks			244,543			244,543
2.2 Library & Inst. Mat.			977,012			977,012
2.3 Instruc. Equipment		5,336		2,306,378		2,311,714
2.4 Guid., Couns. & Test.	13,247	7,968	7,899	20,256	2,807	52,177
2.5 Educ. Improvement	114,900	9,969	24,849	56,974	1,941	208,633
2.6 Staff Development	49,174	75,806	9,649		7,621	142,250
2.7 Other	301,554	1,500	3,510		6,468	313,032
Subtotal	478,875	100,579	1,267,462	2,383,608	18,837	4,249,361
C. SPECIAL PROJECTS						
3.1 Metric Education						
3.2 Arts		5,170	1,600	4,915		11,685
3.3 Career Education	25,500	1,750	4,652	21,846	250	53,998
3.4 Environmental Ed.	750	1,040	200		450	2,440
3.5 Gifted & Talented	54,669	10,600	8,658	4,329	1,150	79,406
3.6 Community Ed.	5,000	800				5,800
3.7 Other	89,486	13,378	8,700	17,586	14,623	143,773
Subtotal	175,405	32,738	23,810	48,676	16,473	297,102
Subtotal of A, B, C						4,696,914
Indirect Costs (Approved Rate)						40,086
GRAND TOTAL						4,737,000

Table 3. Microcomputers Purchased by Iowa School Districts
Using 1985-86 ECIA Chapter 2 Funds

<u>Type of Computer</u>	<u>Total Number of Computers by Type</u>	<u>Total Number of School Dis- tricts Purchasing Each Type</u>
Apple IIc	56	16
Apple IIe	1056	250
Apple McIntosh	6	6
Commodore 64	28	4
EPSEN QX-16	1	1
IBM PC	7	5
IBM XT	1	1
Radio Shack Model 4	9	3
TOTALS	<u>1164</u>	<u>286*</u>

*In 21 cases, school districts purchased more than one type of computer and were accordingly counted more than once. Of the 286 districts noted in the table above, there were 265 different school districts represented.

Number of Children Served by Program Area

Table 4 shows the number of students that were impacted by planned expenditures by program area. It will be noted that most pupils were impacted in the program area 2.3, instructional equipment and 2.2, library and instructional materials.

Final Reports

School districts were encouraged to file final reports of 1985-86 expenditures by September of 1986; all but a few complied, and a concerted effort was made by letter and follow-up telephone call to acquire the remainder within a reasonable extension period. This practice helped to assure that Chapter 2 funds were expended as authorized.

Following receipt of the final reports, the department staff initiated monitoring visits to selected schools to evaluate any possible discrepancies between approved plans for, and actual expenditures made of 1985-86 Chapter 2 funds. This included a statewide monitoring of all school district Chapter 2 expenditure audits in compliance with procedures for audit contained in circular A-128, Audit Requirements.

Schools Sampled for Monitoring Visits

Schools were selected for monitoring visits by a sampling process discussed with and approved by the Advisory Committee. This process focused upon the need to keep monitoring costs low, while at the same time sampling school districts in a manner which would allow for valid generalizations to be made of statewide school practices. An area-stratified-random sample design was utilized. The 15 area education agency areas were randomly separated into two groups--the first group to be monitored in year one and alternate years thereafter; the second group to be monitored the second year and alternate years thereafter. When boundaries for the area education agencies were determined, the criterion of similar demographics was of primary concern. Therefore, by randomly selecting half the area education agencies in the state, travel distances between schools could be minimized, while allowing for monitoring results to be generalized statewide. (See Appendix B).

Because the monitoring process focused primarily on districts receiving large allocations of Chapter 2 funds, these schools were selected for more frequent monitoring than schools receiving smaller Chapter 2 awards. Thus, within each area education agency area to be monitored in a given year, all schools with over 5,000 enrollment were selected for monitoring as were half the schools with enrollments of 1,000 to 4,999, and one-tenth the schools with enrollments of under 1,000. (A table of random numbers was utilized in selecting the schools in the 50 percent and 10 percent samples chosen.)

This sampling procedure allowed the department consultants to conduct a cost-effective monitoring program to inform the advisory committee members of Chapter 2 practices and trends that could be generalized statewide. Table 5 shows the number of schools selected by area education agency boundary and size for the 1984-85 year and the 1985-86 year consistent with the description provided above.

Table 4. Impact Analysis by Number of Students Served
Number of Pupils Served in the 1985-86 ECIA Chapter 2 Program Areas
Program Totals Are Unduplicated Counts

PROGRAM AREA	PUBLIC SCHOOLS PROGRAM TOTALS			NONPUBLIC SCHOOLS			Grand Total
	K-6	7-12	Total	K-6	7-12	Total	
1.1 Reading	316	162	478	98	21	119	597
1.2 Mathematics	894	1768	2662	90	21	111	2773
1.3 Written & Oral Comm.	1038	1036	2074				2074
2.1 Textbooks	21501	22306	43807	3689	2040	5729	49536
2.2 Library & Inst. Mat.	133901	119801	253702	20160	13069	33229	286931
2.3 Instruc. Equipment	152045	148680	300725	23518	18624	42142	342867
2.4 Guid., Couns. & Test.	13890	13443	27333	2186	1349	3535	30868
2.5 Educ. Improvement	29927	25831	55758	1591	1860	3451	59209
2.6 Staff Development	42594	38592	81186	1670	1279	2949	84135
2.7 Other	1551	1878	3429				3429
3.1 Metric Education							
3.2 Arts	2039	934	2973	347	283	630	3603
3.3 Career Education	1100	5527	6627		160	160	6787
3.4 Environ. Education	401	142	543				543
3.5 Gifted & Talented	6102	4950	11052	260	30	290	11342
3.6 Community Education	233	410	643				643
3.7 Other	10789	12010	22799	120	147	267	23066

* Do not add columns vertically or duplicated count will occur.

Table 5. ECIA Chapter 2 On-Site Monitoring Schedule

Block Stratified Random Sample Design

(FY 1986): Eight AEA's Drawn at Random;
 School Districts Stratified by Size (Enrollment) Within Each
 Size Class 1: 5,000 or more
 Size Class 2: 1,000 to 4,999
 Size Class 3: Less than 1,000
 Draw 100% Size Class 1
 Draw at Random 50% Size Class 2
 Draw at Random 10% Size Class 3

(FY 1987): Remaining Seven AEA's
 Repeat Sampling Strategy Within Each

FY 1986 SAMPLE TEST RUN: NUMBER OF LEA'S DRAWN BY STRATA WITHIN AEA

<u>AEA</u>	<u>SIZE CLASS 1</u>	<u>SIZE CLASS 2</u>	<u>SIZE CLASS 3</u>	<u>TOTAL</u>
2	0	3	2	5
4	0	1	2	3
6	1	3	2	6
9	3	4	2	9
11	2	10	4	16
12	1	2	2	5
13	1	3	3	7
14	0	2	2	4
	<hr/> 8	<hr/> 28	<hr/> 19	<hr/> 55

FY 1987 SAMPLE TEST RUN: NUMBER OF LEA'S DRAWN BY STRATA WITHIN AEA

<u>AEA</u>	<u>SIZE CLASS 1</u>	<u>SIZE CLASS 2</u>	<u>SIZE CLASS 3</u>	<u>TOTAL</u>
1	1	4	2	7
3	0	2	2	4
5	1	3	4	8
7	2	1	2	5
10	2	4	3	9
15	1	3	2	6
16	1	3	1	5
	<hr/> 8	<hr/> 20	<hr/> 16	<hr/> 44

*Note: There is no AEA 8. During formation of the AEA regions, schools within the planned AEA 8 area, elected to be included in other contiguous AEA areas.

Monitoring Visit Protocol

The design of the monitoring visit protocol incorporated areas of concern generated in part from proscriptions contained in the enactment, and in part from concerns and desire to know from department administrators and advisory committee members. Design input was elicited from the Advisory Committee prior to presentation of the finalized monitoring protocol to the Advisory Committee for approval. An inspection of the monitoring format (see Appendix A) will indicate the areas of information gathering which monitoring personnel pursue during on-site district visits. In addition, monitoring personnel answered Chapter 2 related questions posed by district personnel and made suggestions for improving observed practices when required.

The monitoring visit focused upon: the district planning process for overall application preparation for expenditure of funds for subchapters A, B and C purposes; in-depth evaluation of procedures utilized in assessing need for subchapter A expenditures; review and examination of evaluation records kept for children receiving aid from Chapter 2; in-depth review and examination of fiscal records including purchase orders, warrants for expenditures, dates aforesaid were executed, nature and propriety of expenditures, and encumbrances of unexpended funds; and, finally, inventory procedures for acquisitions made utilizing Chapter 2 funds.

The monitoring staff used the protocol format to annotate on-site findings and prepared administrative summaries of findings for each district immediately following that district's monitoring visit. The protocol notes and summaries were filed with local districts application and follow-up action was taken when required. A copy of the monitoring documentation was utilized by the staff to prepare a statewide analysis that was reported to the State Advisory Committee. This, in part, provided input for modifying when necessary, the ECIA Chapter 2 program procedures for the following year.

An analysis of trends generalized to the state's schools as noted from sampled school practices indicates the following program characteristics in operation during the 1985-86 year:

Planning

Some form of planning for Chapter 2 expenditures was evident in all districts monitored. The extent of planning varied from long range in some districts to meeting immediate needs in others.

Some of the school districts engaged in a formal planning process for expending Chapter 2 funds. Planning sessions included parental involvement with teachers and administrators to determine priorities for the proposal.

Other school districts used informal planning procedures relying mainly on input from the staff. School districts engaged in less formal planning consulted with parents informally, while some district's funds were expended based upon limited staff involvement, primarily from purchase requests submitted to the administration.

Formal planning processes for the expenditure of funds were most evident in larger districts. The larger the school district, the greater the tendency for formal planning with input from teachers, administrators and parents. Chapter 2 planning requirements were reviewed with each district's administrators during the on-site visit.

Evaluation

Forty-nine percent of the school districts expended Chapter 2 funds for equipment, while twenty percent expended Chapter 2 funds for library and instructional materials, and five percent was spent on textbooks.

Fiscal Records

Chapter 2 funds were kept in uniquely numbered accounts to facilitate audit. On-site monitoring reviews focused attention to accounting practices to facilitate Chapter 2 audits.

Approximately 98 percent of all expenditures were documented and spent according to approved plans. The remainder were required to file amended plans which were evaluated for compliance by state ECIA staff.

Final reports submitted were accurate and reflect actual expenditures consistent with the ECIA enactment.

Overall, school districts expended Chapter 2 funds following plan approval dates. In isolated cases, ECIA staff cautioned local administrators to submit ECIA Chapter 2 plans earlier in the year to eliminate the possibility of obligating funds prior to approval date.

Equipment and Inventory

School districts maintained an inventory of equipment and materials utilized by public school children, and included inventories of equipment and materials utilized on behalf of nonpublic school children. In isolated cases, ECIA staff worked with local school district officials to establish acceptable inventory procedures.

In all cases, equipment or materials were used for instructional purposes.

During fiscal 1986, meetings of the State Advisory Committee covered: an overview of the ECIA Chapter 2 enactment; duties of the advisory committee; the Iowa application; status report of the third year of Chapter 2 operations; discussions of evaluation procedures, protocols, and program impact; and a discussion and analysis of the local program formula elements utilized in generating LEA entitlements.

Department Utilization of Chapter 2 Funds

The Department set aside \$100,000 of the 20 percent funds in 1985-86 to encourage local school improvement projects. Districts were invited to apply for a grant up to \$10,000. To be eligible, the district must have demonstrated a local commitment by having previously implemented a school improvement project and indicate a willingness to serve as a demonstration site. The award could be used by the recipient to conduct research, to expand the program, to cover costs incurred as a demonstration center or other costs related to the project.

Eleven districts were awarded grants from the set-aside funds and a description of each follows:

- 1) Individualized Early Childhood Education
This project is designed to provide enriched and challenging experiences for children with normal developmental maturity and advanced academic readiness. The program is designed to further the concept of individualization in the primary grades. A manual of activities is being developed to record these activities.
- 2) Managing Curriculum Using Objectives and Tests Built on a K-12 Conceptual Structure
Test results will be used in rewriting curriculum and to assist in articulating K-12 objectives.
- 3) Comprehensive Health Program
This program is based upon a total wellness concept with a focus on life-coping skills. Planned learning experiences are designed to foster understandings, attitudes and habits related to their problems, interests and needs.
- 4) Thinking Skills
This staff development project was first identified as part of the elementary math program but was expanded to include language arts and computer literacy. Approximately 150 teachers will be involved in the project.
- 5) Writing Across the Curriculum
Writing in all disciplines has been identified as a district goal. Previous workshops have included up to 100 staff members and have contributed to breaking down barriers among subjects.
- 6) Curriculum and Staff Development
Priority areas for staff development include critical thinking and problem solving, composition and computer utilization. Each of these areas are to be integrated into the existing curriculum with staff development to support the implementation.

- 7) Professional Growth Through Staff Development
This project is a systematic approach to improve classroom performance through cooperative planning between principal and teacher. The joint endeavor is designed to incorporate a positive self-directed approach to professional growth.
- 8) Writing
More than 30 percent of the teachers in the district have enrolled in writing workshops over the past five years. The district plans to enroll more teachers and offer an additional program for administrators.
- 9) Manipulative Mathematics
Individual needs of children are met through a variety of concrete experiences in which each child manipulates objects and builds thinking structures.
- 10) Teaching Industrial Technology
Students are given first hand experiences with a hard seal neon laser, an optics program for measuring, counting and scanning, video communication and a robotics arm with software.
- 11) Developmental Writing Centers
Student writing is published and distributed to local professional and business offices. The district has made writing an integral part of the language arts program.

Department utilization of FY 86 Chapter 2 funds remained similar to the utilization practices established in FY 85. The full-time equivalent number of consultants employed at the department level to administer the Chapter 2 program, was three full-time professional staff and one full-time secretary. In addition, to provide local districts a variety of curricular functions, technical assistance, staff development, support services and other activities as explicated in Table 6, a full-time equivalent of 22 positions were maintained (see Table 6a). The Subchapters A, B, and C Department FTE Staff Form depicted in Table 6 was developed with input from the State Advisory Committee and reflects areas of program import which were of concern to the advisory committee. The program provided services of consultants in curriculum and instruction in the basic skill areas of reading, mathematics, and English language arts, and support services. These individuals planned workshops in consultation with public and nonpublic personnel. They also conducted workshops for teachers, participated in conferences designed to inform teachers and administrators about new developments in education and worked with public and nonpublic school staff and local districts and area education agencies. As specialists in curriculum, they prepared publications, served as resources to teachers, administrators, and policy makers; and provided inservice education related to the curriculum. In addition, these consultants provided leadership and services to public and nonpublic school children for the improvement of education. These services included: resources to schools; media and library services; technical

assistance for the solution of educational problems; research and resource information retrieval and dissemination; and the implementation of educational programs. In addition, special projects received in-depth consultative services for such programs as: talented and gifted, community education, environmental education, the arts, substance abuse, health and recreation, ethnic heritage, training and advisory services in the area of civil rights. In the interest of brevity, only two samples of the kinds of activities conducted by the Chapter 2 staff are explicated as follows:

INFORMS Staff (See asterisked positions on Table 6a.)

Eighteen on-line computer database workshops were conducted for teachers and librarians from public and nonpublic schools. The staff developed the instructional program for the two-day workshop, which provided experiences in on-line database searching for each participant. In turn, participants were assigned to teach the acquired knowledge and reference skills to students to enable them to conduct their own on-line searches in locating up-to-date information. Approximately 1400 online searches were conducted for LEA personnel on questions submitted to the Department. More than 8000 microfiche and 7000 journal articles were provided to these clients in response to their questions.

Gifted and Talented (See double asterisked positions on Table 6a.)

During the 1985-86 school year, activities of the Consultant for Gifted Education included: reviewing local applications for locally supported gifted education instructional programs; planning and conducting two meetings of the Gifted Education Leadership Forum, a statewide leadership group; directing the planning group for the Iowa Summer Institute in Gifted Education (a week-long teacher workshop); and planning and co-hosting the Iowa Thinking Skills Seminar at the University of Northern Iowa (Cedar Falls).

Table 6. Department Staff Functions Providing
Direct Assistance to Local Schools
(Full-Time Equivalent Functions)

Directions: COLUMN A is a list of activity categories which can be used to describe the kinds of activities you perform as a staff member. In COLUMN B, state to the nearest tenth (.1) of a FULL-TIME EQUIVALENCE (FTE), the amount of time required by activity categories which apply to you. The sum of the COLUMN B FTE values should be 1.0. In COLUMN C, state to the nearest hundredth (.01) of a FULL TIME EQUIVALENCE (FTE) the amount of time beneficial to nonpublic schools as judged by the percentage of recipients of an activity category which are nonpublic schools.

Column A	Column B	Column C
1. Curricular functions	<u>8.25</u>	<u>.99</u>
2. Technical assistance to educational institutions	<u>4.50</u>	<u>.71</u>
3. Staff development	<u>2.90</u>	<u>.28</u>
4. Support services and/or technical assistance for staff	<u>6.75</u>	<u>N/A</u>
5. Other	<u>3.60</u>	<u>.27</u>
TOTAL	26.00	2.25
9% Nonpublic		

Category Attributes for Classifying

Curricular functions: developing, collecting, analyzing, and/or disseminating curricular materials.

Technical assistance to educational institutions: performing services outside of curriculum and staff development areas such as testing, school finance consultation, school law interpretation, program monitoring, supervision, etc.

Staff development: training staff in new and/or improved processes and techniques. Training staff in the use of a specific curriculum should be classified as a curricular function.

Support services and/or technical assistance for staff: any services and/or technical assistance other than staff development provided by certificated and non-certificated personnel.

Other: any activity which cannot be classified in any of the above categories.

Table 6a. Types of State Services Provided Under
the State Plan for Chapter 2

Subchapters A, B, & C Staff

Legal Services
Mathematics Consultant
Language Arts Consultant
Reading Consultant
Individualized Instruction Consultant
Social Science Consultant
Science Consultant
*Research Associates
Educational Media Consultant
Assistant Director
Foreign Language Consultant
*Referral Specialist
**Gifted and Talented Consultant
Community Education Consultant
Environmental Consultant
Arts Education Consultant
Health, Physical Education, and Recreation Consultant
Drug Education Consultant
** *Clerical Support Services

Administrative Staff

Clerk Typist III
ECIA, Chapter 2 Consultant
ECIA, Chapter 2 Consultant
ECIA, Chapter 2 Consultant

* ** Staff involved in explicated Subchapters A, B, & C activities
noted on page 12.

Appendix A

DIRECTIONS: Check the appropriate planning process statements.

THE PLANNING PROCESS

- _____ Formal (Scheduled Meetings) _____ Informal (No Group Meeting[s])
_____ Administrators, Teachers, Parents, etc.
_____ Administrators and Teachers Only
_____ Administrators Only
_____ Superintendent or Assistant Superintendent Only
_____ Nonpublic School Officials (where applicable)

DIRECTIONS: Circle YES or NO for each statement.

SUBCHAPTER A PROCEDURES (Answer Only If Subchapter A Funds Spent)

- YES NO Student(s) selected by diagnostic assessment results
YES NO Learning objectives documented

EVALUATION (Draw Line Through Nonapplicable Statements)

- YES NO Have materials and equipment project(s)
YES NO Have instructional project(s)
YES NO Some or all (circle one) materials and equipment projects evaluated
YES NO Some or all (circle one) instructional projects evaluated
YES NO Evaluation results documented for some or all (circle one) materials and equipment projects
YES NO Evaluation results documented for some or all (circle one) instructional projects

FISCAL RECORDS

- YES NO Unique account number(s) used
YES NO Some purchase orders or invoices dated prior to approval date
YES NO All expenditures documented
YES NO Funds spent according to approved plan
YES NO Final report is accurate
YES NO Funds in interest bearing account

EQUIPMENT AND INVENTORY (Draw Line Through Nonapplicable Statements, If No Nonpublic)

- YES NO Inventory of equipment and or materials maintained for public school
YES NO Inventory of equipment and or materials maintained for nonpublic school
YES NO Equipment and materials used for administrative purposes

Appendix B

Schools Monitored During 1984-1985

Class 1

Clinton
Council Bluffs
Davenport
Des Moines
Marshalltown
Muscatine
Sioux City
West Des Moines

Class 2

Adel-DeSoto
Ames
Atlantic
Carroll
Clarke
Clear Lake
Denison
Glenwood
Grinnell-Newburg
Hampton
Indianola
Knoxville
Le Mars
Maquoketa
Mason City
Missouri Valley
Nevada
North Scott
Perry
Pleasant Valley
Saydel
Shenandoah
Southeast Polk
West Liberty
Winterset

Class 3

Bellevue
Britt
Central Decatur
Central Lyon
Colfax-Mingo
Eldora-New Providence
Griswold
Interstate 35
Maple Valley
Mount Ayr
North Polk
Pleasantville
St. Ansgar
Tri-Center
West Lyon
West Marshall
West Monona
Wilton